Houston Independent School District

468 Energy Institute High School

2023-2024 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

I. Energy's Project Planning Guide, Lesson Plan Template, and Daily Agenda Slides ensure all projects are aligned to content standards, have rubrics, and have clear and specific deliverables. Daily demonstrations of learning serve as interim and formative assessments in each course.

2. Energy's policy is that we have a "strong start" in every classroom. Students are actively engaged in academic work from the beginning of class, and students participate in a demonstration of learning that links the day's learning standard with a real-world application of learning. Teachers are expected to efficiently transition from whole group, independent, and small group work throughout a period. Teachers plan differentiated questions for individual students and student groups that target student needs.

3. Energy uses the SCOOP data dig protocol with teachers during cohort time, content PLCs, and stakeholder groups. We've used this protocol with AP Scores, STAAR Scores, and MAP data

- **Strengths - What are our standards/targets of strength? (with Standard)**
- **Concerns - What are our standards/targets of concern? (with Standard)**
- **Observations - What do students need? (with Standard)**
- **Objectives - What will we do to address student needs? (with Standard)**
- **Products - What are student learning goals based on this data plan? (with Standard)**

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

i. Our students performed well on Algebra I, Biology, English I, and US History.

Current Grade	Total # of Students Tested	Approaches	Meets	Masters
English I	153	7.84%	54.25%	28.10%
Biology I	154	14.94%	41.56%	41.56%

Current Grade	Total # of Students Tested	Approaches	Meets	Masters
Algebra 1	87	35.68%	34.48%	21.84%
US History	175	6.86%	32.57%	60%

ii. Our campus has improved in CCMR outcomes over the last two years. Our May 22 graduates had a 74% CCMR rate, and our May 23 graduates had a 96% CCMR rate.

We attribute this improvement to targeted PD with our teachers. They now understand the importance of CCMR. We've also done an aggressive year-round TSI push.

III. Our students exceled in TELPAS speaking. And in US History STAAR.

ENGLISH LANGUAGE PROFICIENCY: LAST YEAR'S TELPAS

2023-2024 TELPAS – Current Students

Domain	Beginning	Intermediate	Advanced	Advanced High	Number Tested
Listening	0	6	14	28	48
Speaking	5	10	19	14	48
Reading	0	7	10	31	48
Writing	1	15	25	7	48
Composite	0	10	19	19	48

*Accurate as of (10/09/23), Ontrack Predefined Test Results/Objective Analysis (Roster SIS 23-24 Current)

HISD GLOBAL GRADUATE

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Our senior class does not have 100% CCMR.   **Root Cause:** TSI success has been difficult for our struggling students. Students struggling to earn CCMR need more 1:1 support.

Problem of Practice 2: Our TELPAS students need more support in writing and speaking.   **Root Cause:** Students and staff not onboarded to the new TELPAS assessment.

School Culture and Climate

School Culture and Climate Summary

I. Students and staff would describe the school climate as collaborative, positive, and inviting.

II. Our attendance rate is high, 97% because students feel the need to show up to school to support the project work of their group. Our discipline rates are low, and tardy rates are lower than they've ever been.

School Year	ISS	OSS	Alternative Placement	Other
23-24	0	0	0	5 (Detention)
22-23	23	11	5	8 (Detention)

III. The data reflects the fact that students are engaged to learning and want to be on our campus.

IV. Our classes are highly collaborative. Students work in groups and use group norms to build supportive and collaborative teams. 80% of our students are involved in one club.

V. The data reflects that students value our campus community and are able to work harmoniously across campus both in class and in clubs.

VI. Our teachers and teacher teams are trained on PBL classroom management which help ensures students are engaged during instructional time which connects to our student achievement data.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

I. Students feel a sense of belonging and connectedness to the school.

II. Participation in clubs and exhibitions has improved since the Covid participation slump. Our PTO has increased membership by 100 families, and 80% of students have joined a club (up from 60% years prior).

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Energy Institute can work to engage more Spanish speaking families. **Root Cause:** Evening activities, newsletters, and meetings are primarily delivered in English.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

I. Our teachers are highly effective. Student achievement data demonstrates our students exceed district and state performance.

II. Retention Rates : 88%

Turnover Rate: 12%

Networking with institutions of higher learning and deeper learning networks help us recruit highly effective staff.

III. Our Instructional Leadership Team works together to identify, plan, and facilitate targeted professional development for staff aligned to campus and district goals. These topics are infused in our two week back to school PD and then spiraled through again during SPARK Wednesdays and district PD days.

IV. All of our staff attend PBL 101 and continual PBL training. Engineering teachers attend PLTW and our AP teachers attend APSI. Teachers participate in cohort shareouts to share their learning from trainings, and teachers meet with their appraisers to discuss takeaways and next steps.

V. To build capacity and support teachers, we have paired each appraiser with a cohort. To build a peer to peer support network, we've leveraged the strengths of our teacher leaders to have cohort leads and PBL content coaches.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Teachers find a home at energy, and build roots here. Our collaborative teaching environment paired with our respect for the teaching profession keeps teachers happy and engaged with the campus.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: New teachers need PBL instructional support. **Root Cause:** Teachers new to the professional lack PBL training.

Parent and Community Engagement

Parent and Community Engagement Summary

I. Our PTO has increased their membership to over 100 families. We began hosting freshman coffees to engage freshman parents and collaborate with one another. Each cohort sends out monthly newsletters to connect parents to our monthly campus activities.

II. Our English speaking families are most engaged, and female parent/guardians attend more than their male counterparts.

III. One barrier to that prevents parent involvement is the time of activities and the language meetings are delivered.

IV. Our wraparound specialist and deans exist to support families and community members, families, and students.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

I. Our data suggests that parents are engaged with our campus through our campus newsletter and community activities.

II. Strengths -

- Campus Newsletter - provides consistent communication to families
- Wraparound - provides support and problem solving for students and families
- Dean Model - provides a one-stop-shop for families navigating high school as well as the college admissions process
- PTO - supports project work and parent engagement
- Friends of Energy - aligns professional organizations with campus initiatives

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Parents cannot always attend evening events.   **Root Cause:** Commute times and work hours provide significant constraints for families trying to attend campus events.

Priority Problems of Practice

Key Actions

Key Action 1: Project-Based Learning lessons are driven by daily learning objectives and aligned to a daily demonstration of learning.
Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Project-Based Learning lessons are driven by daily learning objectives and aligned to a daily demonstration of learning.

Indicator 1: Out of 84 walkthroughs, 60% of teachers will be scored "proficient" on alignment of DOL to the LO as indicated on TTESS Domain 1 Planning by the end of November 2023.

Indicator 2: Out of 84 walkthroughs, 90% of teachers will earn at least 32 points on the TTESS Domain 2 Instruction walkthrough form by the end of March 2024.

Indicator 3: All teacher EOY TTESS evaluations will indicate that 90% of teachers are scored "proficient" in TTESS Domain 2 Instruction by the end of May 2024.

Key Action 2: Energy Institute High School leaders will create and implement instructional support processes to increase teacher effectiveness.
Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Create and implement instructional support processes to increase teacher effectiveness.

Indicator 1: Out of 2 walkthroughs each teacher will receive 10 points out of 16 possible points by end of November 2023.

Indicator 2: Out of 2 walkthroughs each teacher will receive 13 points out of 16 possible points by end of March 2024.

Indicator 3: In a teacher survey conducted in December 2023 and May 2024, 80% of teachers agree or strongly agree that they have received increased support and feedback in comparison to the 2023-2024 school year.

Key Action 2: Energy Institute High School leaders will create and implement instructional support processes to increase teacher effectiveness.

Indicator of Success 2: Increase the integrity of professional development by aligning teacher learning to district and campus data measures.

Indicator 1: In a teacher survey that will be conducted in December 2023 and again in April 2024, 90% of teachers will express that they agree or strongly agree with the statement that: I know how to read, analyze, and utilize data for instructional purposes.

Indicator 2: In a teacher survey that will be conducted in December 2023 and April 2024, 90% of teachers will express that: they agree or strongly agree with the statement that: The consistent use of classroom DOL data has improved my student outcomes, as evidenced by my MOY and EOY assessments.

Key Action 3: Energy Institute will strategically allocate resources to improve student math outcomes.
Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Energy Institute will strategically allocate resources to improve student math outcomes.

Indicator 1: 80% of Algebra 1 students will meet or exceed their projected growth as evidenced in the NWEA Map MOY assessment.

Indicator 2: The percentage of students who Master Algebra 1 STAAR will increase from 24% in 2023 to 30% in 2024. The percentage of students to Meet Algebra 1 STAAR will increase from 91% in 2023 to 95% in 2024.

Indicator 3: The percentage of students who are college-ready according to their Math SAT scores will increase from 58.6% in 2023 to 65% in 2024.

Key Action 4: Energy Institute will develop a framework of added human capital and accommodation implementation support to ensure students in the Special Education/504 programs are improving academically.
Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency

Indicator of Success 1: Develop a framework of added human capital and accommodation implementation support to ensure students in the Special Education/504 programs are improving academically.

Indicator 1: The 2023/2024 ARD/504 calendar will be in 100% compliance each month as evidenced by Sped South Division reports.

 Every 3-week period, teachers will have all Sped/504 student accommodations documented for each assignment in PowerSchool 100% of the time.

Indicator 2: Each six weeks, 100% of teachers will receive at least 60 minutes of training focused on implementing support to Sped/504 students.

Indicator 3: For all standardized assessments, 100% of Sped/504 students will have a practice assessment using embedded digital supports including calculators before PSAT/ SAT/STAAR and AP exams.

State Compensatory

Budget for 468 Energy Institute High School

Total SCE Funds: $60,875.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel - Zubrick (Saturday Tutorials, English II, UIL Academics Coordinator, HB1416)

Personnel for 468 Energy Institute High School

Name	Position	FTE
Alexandra Zubrick	Teacher	1

Title I Personnel

Name	Position	Program	FTE
Rachael Pudom	Teacher Specialist	Instrutctional	